TEACHING PHILOSOPHY

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My main goal in the classroom is to keep my students involved. When I lecture, I prefer to engage the students by asking pointed questions as to the next step in a calculation, why our answers makes sense, and how certain chains of logic fail. In discussion sections, I welcome small group (3-4 people) problem solving and emphasize the importance of partial results towards an answer.

In regard to the actual lecture material, I prefer to emphasize the main idea behind a proof or theorem rather than the notation that goes into it. For introductory calculus in particular I opt for the geometric point of view rather than the symbolic one. For example, I favor the "tangent line" definition of derivative and the picture that accompanies it for it makes maxima and minima problems much more intuitive.

With respect to the class room setting, I welcome open discussion throughout lecture and problem solving sessions. This is often a good way for students to open up and clear any misconceptions they may have about the material. While overly rambunctious students are inevitable, I try to maintain an atmosphere where the quietest students may still have the opportunity to speak. If noise becomes too much of an issue during lecture, I remind students to raise their hands for questions, although this is usually unnecessary.

I was previously a co-instructor at the Los Angeles Math Circle with Michael Puthawala, where I taught the High School I class. I have lectured on topics such as countable and uncountable infinities, the Banach-Tarski Paradox, Arrow's Impossibility Theorem, Fractal Geometry, and advanced combinatorics. I have also graded for proof based linear algebra, integral and differential calculus, and multivariable calculus during my time at UCLA. I am currently on fellowship (no teaching assignments) at UT Austin.

Date: Fall, 2018.